

# *Human Behaviour and Social Development:*

## *From Charles Manson to Mother Teresa*

COURSE TITLE:	<u>Human Growth and Development</u>	SCHOOL:	<u>EYA</u>
MINISTRY DOCUMENT:	<u>Social Sciences &amp; the Humanities</u>	COURSE CODE:	<u>HHG4M</u>
COURSE TYPE/GRADE:	<u>Grade 12 Mixed</u>	CREDIT VALUE:	<u>1.0</u>
PREREQUISITE:	<u>Any U, U/C, or C course in social sciences, humanities, English, or Canadian and world studies</u>	YEAR:	<u>2011-2012</u>
TEACHER NAME:	<u>Harriet Whiteman</u>	PERIOD:	<u>Four</u>
TEXTBOOK(S):	<u>Handouts</u>	REPLACEMENT COST:	<u></u>
<b>COURSE DESCRIPTION :</b>			

This course offers a multidisciplinary approach to the study of human development throughout the life cycle, with particular emphasis on enhancing growth and development. Students will examine how early brain and child development are linked to lifelong learning, health, and well-being, and will develop child-care and human-relationship skills through practical experience in a community setting. This course also refines students' skills used in researching and investigating issues related to human growth and development.

### **OVERALL CURRICULUM EXPECTATIONS:**

#### **Human Development**

By the end of this course, students will:

- demonstrate an understanding of established theories of bonding and attachment;
- evaluate the significance of neuroscience and theories of brain development during critical periods in early childhood;
- demonstrate an understanding of the consequences of environmental deprivation during early childhood;
- analyse changes in human development throughout the life cycle, including early childhood, adolescence, mid-life, and aging.

#### **Socialization and Human Development**

By the end of this course, students will:

- demonstrate an understanding of the critical role that a family plays in the socialization of its members;
- investigate and interpret the contributions that schools make to the socialization of individuals across the life span;
- identify and evaluate the various ways in which the media can be seen as agents of socialization.

#### **Self and Others**

By the end of this course, students will:

- demonstrate an understanding of the critical nurturing and teaching roles of parents and care-givers;
- analyse the many relationships that are a part of human development;
- demonstrate an understanding of the ways in which communication and problem-solving skills are essential to human development.

#### **Diversity, Interdependence, and Global Connections**

By the end of this course, students will:

- demonstrate an understanding of the diverse influences that shape human growth and development;
- explain why social challenges need to be understood within an integrated framework.

#### **Research and Inquiry Skills**

By the end of this course, students will:

- use appropriate social science research methods in the investigation of issues related to human growth and development;
- use appropriate psychological and sociological terminology relating to human growth and development;
- demonstrate an understanding of how to access, organize, analyse, and evaluate information for research purposes;
- communicate the results of their inquiries effectively.

## **ASSESSMENT:**

Throughout the course, a range of instructional strategies will be used to address students' needs. *Assessment* is the ongoing process of gathering and analyzing information from a variety of sources. *Diagnostic assessments* are used to identify students' strengths and learning needs to assist with planning, modifying and adjusting instruction. *Formative assessments*, which occur throughout the learning process, give students multiple opportunities to practice and receive feedback in an effort to improve their learning and achievement of the curriculum expectations.

## **EVALUATION:**

*Evaluation* measures achievement of the overall curriculum expectations. They are summative and usually take place at the end of important segments of learning (end of a unit, strand, term, semester), following student practice and constructive feedback. Evaluations give students an opportunity to apply and demonstrate their learning based on established achievement criteria.

Seventy per cent (70%) of the final grade will be based on the evaluations conducted during the course. There will be numerous and varied opportunities for students to demonstrate their achievement of the curriculum expectations across all four achievement categories according to the weighting described below. Missed and/or incomplete assignments will have an impact on the final grade where there are a number of curriculum expectations that have not been evaluated because of missed assignments.

Thirty per cent (30%) of the final grade will be based on summative evaluation(s) administered towards the end of the course and following the same weighting of the achievement chart categories as the term evaluation. All students must take part in the course-culminating activities that make up the 30% final evaluation mark.

## **WEIGHTING ACCORDING TO ACHIEVEMENT CHART CATEGORIES:**

Knowledge	25	%
Thinking	25	%
Communication	25	%
Application	25	%

## **LEARNING SKILLS:**

There are six clusters of *learning skills* required for effective learning, achievement of the curriculum expectations and student success in and out of school: Responsibility, Independent Work, Organization, Initiative, Collaboration and Self-Regulation.

## **LATE & MISSED ASSIGNMENTS:**

(See Questions & Answers on Late and Missed Assignments for Parents & Students, Appendix B)

Submitting course work on time is an important aspect of student learning and time management. Students will be informed of due dates and ultimate deadlines, which is the last opportunity for students to submit an assignment for evaluation. Late submissions will be reported as part of the learning skills on the report card and a variety of strategies will be used to encourage on-time submission of assignments including parent, student-teacher conferences, counselling, contracts, alternative assignments and extra help. A mark deduction for late assignments up to and including the full value of the assignment may be used as a last resort.

## **ACADEMIC HONESTY:**

(See Questions & Answers on Academic Honesty for Parents & Students, Appendix A)

Students are expected to be academically honest by submitting their own original work, and the marks they receive are intended to reflect their own academic achievement. When evidence of dishonesty is confirmed, the incident and the consequences will be communicated to the principal/vice-principal, the student and parent(s)/guardian.

A mark of zero may be awarded for the assignment in question and a repeated pattern of academic dishonesty may result in an escalating severity of consequences.

## **COMMUNICATION:**

Extra help will be available during period three and after school. Phone calls home will be made when required to discuss academics, attendance, punctuality or behaviour. The teacher can be contacted at the school by phone 416-396-2925. Parent/Teacher Night will occur on October 19<sup>th</sup> 2011; any additional meetings will be arranged as required.

## COURSE EVALUATION PLAN

### 30% Final Evaluations

EVALUATION TASKS	ACHIEVEMENT CHART FOCUS	WEIGHTING (%)
Independent Study Project	All Categories	15%
Exam	All Categories	10%
Portfolio	All Categories	5%

### 70% Course Work

- ★ All assignments marked with this star are designed to enable student choice. You may select an assignment from the Choice Board below within the column indicated next to the star (i.e., 1,2 or 3). Any additional options must be discussed with me ★

UNIT SEQUENCE	TIMING	EVALUATION TASKS	ACHIEVEMENT CHART FOCUS	DUE DATE
Human Psycho-Social & Physiological Development	Sept 6 – Sept 30	★ <sup>1</sup> Respond to readings and video clips. Early Development - demonstrate an understanding of established theories of bonding and attachment and evaluate the significance of neuroscience and theories of brain development during critical periods in early childhood. Demonstrate an understanding of the consequences of environmental deprivation during early childhood.	All Categories	Sept 20
		Using theories of human development throughout the life cycle, including early childhood, adolescence, mid-life, and aging analyse life changes using a journey map to chart the your possible life cycle . Use icons to represent the different factors that influence your decisions about lifestyle, education and occupation at different stages of your life. (Erikson, etc.)	All Categories	Oct 3
Socialization	Oct 3 - Nov 4	★ <sup>2</sup> Assess your own family experience or that of a friend and demonstrate an understanding of the critical role that a family plays in the socialization of its members. Consider the differences in socialization with regard to gender, race, ethnicity, sexual orientation, ability, age, religion, etc.	All Categories	Oct 14
		★ <sup>2</sup> Is the media an agent of socialization? View media clips (ads, tv, movies, etc.) identify the inherent values & ideologies promoted. Identify ways in which the media influences people's lives and discuss possible consequences. What guidelines could be applied to improve the impact of media socialization? Consider the differences in socialization with regard to gender, race, ethnicity, sexual orientation, ability, age,	All Categories	Oct 24
		Nature/Nurture Debate and Essay. With reference to examples studied in class take a position in the age old nature/nurture debate, participate in the in class debate with your team. Then report on the debate in the form of an essay.	All Categories	Nov 3&4
Self & Others	Nov 7 – Nov 25	★ <sup>3</sup> Prepare someone for parenthood by outlining ideal practices or the opposite, flawed practices, and their likely/desired consequences. Demonstrate an understanding of the critical nurturing and teaching roles of parents and care-givers. Analyse the many relationships that are a part of human development. Demonstrate an understanding of the ways in which communication and problem-solving skills are essential to human development.	All Categories	Nov 24 & 25
Diversity, Interdependence & Global Connections	Nov 28 – Dec 23	★ <sup>3</sup> Select from a list of different socio-cultural and historical groups. Research your group with specific attention paid to the following factors: morality, gender roles, child rearing practices, family structure, socially unacceptable behaviours, socially valued skills/intelligences (mathematical, spatial, etc.), economic-political and social factors. What material and historical conditions shaped the different social factors above? Demonstrate an understanding of the diverse influences that shape human growth and development.	All Categories	Dec 19
Independent Study Presentations	Jan 9 – Feb 1	Independent Study Presentations – present your website	All Categories	Jan 16 - 20
		Independent Study Website – you will investigate and compile a case study of an individual known to have deviated from socially acceptable behaviour. (a list of names will be provided) you will report your research in a website form that can be used as a resource for others.	All Categories	Jan 20
		Exam	All Categories	Jan ?

# Choice Board

★ You may complete any assignment from the Choice Board below within the column indicated next to the star (i.e., 1, 2 or 3). Any additional options must be discussed with me. Closer to the due date for each assignment you will receive a specific outline of my expectations and the grading scheme I will use to evaluate your work; you must adhere to the requirements in the outline as well as those in the Choice Board below. ★

Column 1	Column 2	Column 3 (Presentations)
<b>Poster</b> Create a poster that includes at least 1 image, a slogan and a checklist of 5 important facts/figures. Also include website(s) where people can find out more information about your topic.	<b>Website/Blog</b> Create a website or blog. Include an introduction and conclusion, at least 5 photos, 1 video and 5 facts/figures that will inform the reader about your topic. Include links to other informative sites where people can find more info.	<b>Speech/Poem/Song/Rant (Original)</b> Write a speech/poem/song/rant/ rap that addresses your topic in a meaningful way and read/perform it for the class.
<b>Image &amp; Analysis</b> Find an effective image that is related to your topic. Include a paragraph explaining your selection: Why did you pick this image? What does it say about the subject? Why is it an effective image? Etc.	<b>Letter to the Editor/MP/MPP/ Government</b> Write a letter to the editor of a publication <u>OR</u> to your member of parliament/government official that includes at least 5 facts/figures and a call to specific action around your topic.	<b>News Report</b> Create a video or live news report on your topic. Including at least 5 important facts/figures about your topic and present it to the class.
<b>Song &amp; Analysis (chosen)</b> Choose a song that you think reflects the related issues in which you are interested. Include the lyrics and write a paragraph describing: Why is the song appropriate? What does it say about the subject? Why is it effective? Etc.	<b>Short Story</b> Write a short story inspired by your topic. For example, a narrative that follows someone who has been affected by your topic.	<b>Conference/Fair Display Booth</b> Create a display for a booth, making sure you include 3-5 photos, a logo and slogan and at least 5 facts/figures. Provide links to informative sites where people can find more info about your topic. Then present it to the class.
<b>Create a Petition</b> You must include a paragraph describing the related issue you want addressed, what action you would like the government or organization to take <u>AND</u> get 20 signatures in support.	<b>Community Action Plan</b> Write a report describing your topic and how it affects your community. Then write about how you would connect with the community to combat the issue through networking, volunteering and community outreach, for example.	<b>Advertisement/Radio Spot</b> Create a radio spot that includes a slogan and a checklist of at least 5 important facts/figures about your topic. Present it to the class.
<b>Print Advertisement</b> Create a print ad for a magazine/newspaper that includes an image and a checklist of at least 3 interesting facts/figures that encourage curiosity in the topic. Also include website(s) where people can find out more info.	<b>Essay</b> Write an essay about your topic following the criteria stipulated in the individual assignment outline. (To be distributed closer to the assignment due date)	<b>Commercial/Video</b> Shoot a 30 second TV spot to inform viewers about your topic. Including at least 5 facts/figures about the issue. Also include websites where people can find out more info. Present it to the class.